COASTAL CAROLINA UNIVERSITY
AY 2006-2007
FACULTY SENATE AGENDA
May 2, 2007
Wall Building, Room 309
4:15 PM

I. CALL TO ORDER – Dave Evans

II. ROLL CALL – Lee Bollinger

III. APPROVAL OF April 4, 2007 Minutes

IV. EXECUTIVE COMMITTEE REPORT

V. PROVOST AND OTHER ADMINISTRATIVE REPORTS

VI. COMMITTEE REPORTS

Dennis Wiseman, Chair, Graduate Counsel presents the attached items approved by the Graduate Council on April 4, 2007, for Senate for information. (page 2)

Margaret Fain, Chair, Core Curriculum Committee presents the following or attachments:

   Guidelines for Communication Intensive Courses and Recommendations: (pages 3 - 4).
   Eleven courses to be designated as Communication Intensive courses, based on the Communication Intensive Course guidelines, for Knowledge Goal 1, Part B section of the new core. (Attachments to email if available electronically)

Louis Keiner, Chair, Academic Affairs Committee presents the attached for Senate review/approval: (page 5)

   A Catalog Change Proposal from the CCU Student Retention and Assessment Committee: (page 6)

VII. PENDING BUSINESS

VIII. NEW BUSINESS

IX. ANNOUNCEMENTS

X. GOOD OF THE ORDER

XI. ADJOURNMENT
The following items of business were approved by the Graduate Council on April 4, 2007, and are being presented to the Senate for information.

College of Natural and Applied Sciences

Proposal for New Course

MSCI 571 Biology of Marine Mammals (3) (Prereq: permission of instructor) A comprehensive survey of the biology and ecology of marine mammals, including cetaceans, pinnipeds, sirenians, sea otters, and polar bears. Major topics include evolution and classification, anatomy and physiology, sensory biology, communication, feeding, ecology and energetics, social and reproductive behavior, and life history. A laboratory experience is included.

Rationale: MSCI 570 is a foundational course for graduate students who are pursuing careers/ research in marine mammal science.

Catalog Change, Delete Qualifying Examination Requirement, P. 210

Qualifying Examination

In addition to the regularly scheduled course examinations, a candidate for the master’s degree must satisfactorily pass a written qualifying examination arranged by the CMWS Graduate Committee. The examination is designed to incorporate general information from the core courses. Exam questions will require students to integrate and apply their knowledge. A student who is not successful in passing the qualifying examination may, at the discretion of the CMWS Graduate Committee, be allowed another examination not later than one semester after the unsuccessful attempt.

Rationale: Students must complete a thesis/research proposal that relates their research project with physical processes, ecological processes, and environmental policy structures existing within the coastal region. Students will meet with their thesis committee who will evaluate the student’s understanding of concepts, knowledge base and their ability to complete the proposed research project.
Guidelines for Communication Intensive Courses

Students must successfully complete one three (3) hour course for communicating in the discipline as part of the Core Curriculum.
Courses in any discipline may satisfy this requirement if they have been accepted by the Core Curriculum Committee as meeting the guidelines below for a communication intensive course.

I. Courses must be 100 or 200 level and be open to students in all majors. Enrollment should be capped at 25.

II. Upon completion of these courses, students should demonstrate the ability to express themselves clearly and effectively.

III. Courses must include the following:

1. Include written and oral communication assignments in the course syllabus.

2. List the improvement of student communication skills among the learning objectives of the course.

3. Distribute specific written instructions, including criteria for evaluation, for assignments that help students conceive, organize and present material in ways appropriate to the content area.

4. Provide opportunities for students to improve their communication skills by requiring students to produce at least four or more separately evaluated assignments.
   a. Appropriate writing assignments may include such formats as: formal essays, personal writing, case studies, lab reports, letters, memos, research projects, reviews, article summaries, articles intended for publication or grant proposals.
   b. Appropriate oral assignments may include such formats as: PowerPoint presentations, rehearsed speeches, debates, academic paper presentations, poster sessions with an oral component, panel presentations and presentations via recorded media.

5. Provide opportunities for students to revise at least two of their communication assignments after receiving feedback and responses.

6. Include, with whatever communication style is appropriate, at least one assignment that requires students to produce a finished, edited piece in language appropriate for discourse in the discipline.

Approved 3/28/07
Core Curriculum Committee
Date: April 23, 2007

To: Faculty Senate

From: Margaret Fain, Chair of the Core Curriculum Committee

Subject: Communication Intensive Course Guidelines and Recommendations.

The Core Curriculum Committee is presenting two items for approval by the Faculty Senate.


II. Eleven courses to be designated as Communication Intensive courses, based on the Communication Intensive Course guidelines, for Knowledge Goal 1, Part B section of the new core. Attachments 2-12.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>No electronic copy</th>
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<tbody>
<tr>
<td>Biology 122/122L</td>
<td>Biological Science II</td>
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<tr>
<td>CSCI 130</td>
<td>Introduction to Computer Science</td>
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<tr>
<td>ENGL 102</td>
<td>Composition and Literature</td>
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<tr>
<td>ENGL 211</td>
<td>Introduction to Technical and Professional Literature</td>
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<tr>
<td>ENGR 101</td>
<td>Introduction to Engineering</td>
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<tr>
<td>HIST 250</td>
<td>Historical Research and Writing</td>
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<td>MSCI 201</td>
<td>Scientific Communication</td>
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<tr>
<td>PHIL 271</td>
<td>Philosophical Writing</td>
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<td>POLI 200</td>
<td>Communication in Political Science</td>
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<td>PSYC 201</td>
<td>Psychological Perspectives</td>
<td></td>
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<tr>
<td>THEA 149</td>
<td>Acting for Non-Majors</td>
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</tbody>
</table>

If Senate approves these courses as Communication Intensive, existing courses need to modify their catalog listings. New courses must be submitted by the department or college to Academic Affairs to be approved as a new course, using the “Proposal for a New Undergraduate Course” form.
Louis Keiner, Chair, Academic Affairs presents the following for Senate review/approval:

Department of Music

Request for a new Undergraduate course: MUS 310, Careers in Music. (2) Catalog description to read: A course open to all musicians who are considering a career in the music business. Course surveys many of the professional, performance, and educational options, as well as offers an overview of music publishing, copyright law, and the recording industry. Rationale of catalog description: A general study of the necessities of the Music Business. **Justification:** Gives the music major an early look at what one can expect post graduation. A “reality check” of sorts, to accompany the plethora of technical and pedagogical information that a music major acquires.

Department of Philosophy & Religion

Request for a new Undergraduate course: RELG 104, Introduction to Asian Religious Traditions. (3) Catalog description to read: This course provides an introduction to the most prevalent and enduring ideas, images, and personalities of Asian religious traditions including Daoism, Confucianism, East Asian Shamanism, Shinto and Buddhism. The regions of focus include India, Tibet, China, Korea and Japan, with some reference to other areas of Asia. **Justification:** East Asia is one of the world’s most fascinating and globally significant areas in terms of religious thought and activities. The region’s economic and cultural impact is clearly expanding for Americans in the 21st century. A survey course in Asian religions is an important part of a well-rounded undergraduate education.

Department of Visual Arts

Request for a change in an Undergraduate Course: ARTS 497, Artist as Professional. Request change in prerequisite to read: having completed 75 (upper junior level) credits to having completed 102 (upper senior level) credits. Catalog description to read: 497, The Artist as a Professional (3) (Computer Usage) (For Visual Arts Majors only. This course is to be taken in the student’s final semester as a senior. Prereq: completion of first semester senior courses or permission of department Chairperson.) The range of topics covered in this course includes the development of an Artist statement, resume writing, appropriate cover letters or essays, professional presentation information, digital portfolio development and preparation of artwork for senior thesis show. Instruction will be given on how to prepare work for presentation orally, as well as in digital format. Students will use the computer extensively in preparing a CD on which they place their entire portfolio (artist statement, letters or essay, resume and digital portfolio). **Justification:** By making this a true capstone course, it will assist the student’s transition either into graduate school or the work place. In addition, it will pair up the student’s senior exhibition and create a true capstone course for the program. This change will also allow the course to be used as a vehicle for program assessment.
Course Repeat Privilege

Degree-seeking undergraduate students may repeat any course s/he has taken at CCU. All grades will appear on the student’s transcript, but a course that has been repeated will only be counted once toward satisfying the graduation requirement. For financial aid and scholarship purposes, duplicate credits do not count as credits completed for satisfactory academic progress. Certain courses, such as those requiring physical skills, performance, or working on student publications may be repeated except as noted in the course description. All grades will be included when calculating the student’s grade point average with the following possible exception.

Students may elect to exercise a “repeat forgiveness” option for up to 9 undergraduate credits during their enrollment at CCU for courses taken at CCU. For credits taken under this option, CCU will exclude the lower grade and credit hours earned for the repeated option when calculating the student’s cumulative GPA and earned credit hours. Both grades will appear on the transcript. Only course grades of C, D, F, WF, or IF are eligible for “repeat forgiveness.” A student may not exercise the “repeat forgiveness” option for courses in which the student was assigned a grade as a result of academic misconduct. Students selecting the “repeat forgiveness” option should be aware that professional schools, graduate programs, and future employers may apply their own criteria that may not recognize “repeat forgiveness” option in evaluating credentials for prospective students and employees. Undergraduate students must submit a completed Course Repeat Request Form for approval to the Registrar’s Office by the end of the drop/add or drop with no academic record period for the semester in which the course is being repeated.

Note: The course repeat privilege may be used by students to achieve the Dean’s List or President’s List, however the cumulative collegiate grade point calculation for graduation with Honors will include all grades, including original and repeat grades, as well as any attempted coursework completed at other institutions, provided the GPA achieved at CCU meets the level specified for the honor sought. See the Graduation with Honors policy.